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ABSTRACT

The document provides the model delivery system for an exemplary career education program developed for the Seaford School District and a curriculum guide for grades five-nine developed by teachers. The model briefly discusses career awareness and preparation but stresses career exploration. The school district's comprehensive exploratory program is presented in outline form, specifying program needs and goals, and administrative and management objectives. For each educational objective stated the following information is provided: concepts and skills, grade level, suggested subject area, activity, resources, and evaluation. (KB)

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An Exploratory
Career Education Program
Grades (5-9)

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THE SEAFORD SCHOOL DISTRICT
Seaford, Delaware

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A MODEL DELIVERY SYSTEM FOR AN EXPLORATORY
CAREER EDUCATION PROGRAM GRADES (5-9)

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FOR THEIR ASSISTANCE IN HELPING TO PREPARE THIS GUIDE.

Doyle Owen, Career Coordinator
State Department of Public Instructions

FOR HIS REVIEW AND RECOMMENDATIONS.

PREFACE

What is the key to Career Education and occupational/vocational exploration by youth grades 5-9? Teacher involvement. What is the key to teacher involvement? Administrative commitments.

The thread of commonality in the delivery of this model implies that teachers must be able and willing to teach the career education concept. "Fundamental to this concept is that all educational experiences...curriculum, instruction, counseling...should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work. Thus career education will demand no permanent bondage to a single career goal. Rather it will reveal to students the great range of occupational options open to them and help them develop positive attitudes toward work."¹ The career education concept is taught with the basic skills as part of the total curriculum.

The optimum opportunities for successful learning should be afforded to each child. Concomitant with this is the responsibility of evaluation and system accountability. The program should have identifiable goals and specific objectives stated in student behavioral outcomes for the purpose of establishing program evaluation procedures. There must be a concentrated and comprehensive guidance effort, designed to assess at all levels the occupational maturity of each child where individual aptitudes, interests and temperaments screening indicate exceptionality, an individualized tracking system will provide for teaching to the child's indicated problem areas. This program will be individually prescribed in either the basic skills, motor sensory development or occupational/vocational maturity levels for each child. Due to the complexity of record keeping it is recommended that a developmental continuum construction be placed on a computer program for optimal tracking results.

To be exploratory an act should include aspects of (1) search, (2) experimentation, (3) investigation, (4) trial, and (5) hypothesis testing. "In the developmental stage of late junior high school, it is felt that the choice of a high school curriculum is, in a very real sense as much as "career choice" as an educational one. When an adolescent is prompted by cultural expectations to think and act in terms of becoming, a becoming which will progressively be subjected to reality testing, then the occupational choice process has begun."² As the child progresses through the program career exploration and vocational development is taking place. Like social development, emotional development, and intellectual development it has both distinctive characteristics which make focusing on it worth while and common characteristics which reveal it as one way in which general development of the individual manifests itself.³

¹Sidney Marland, "Career Education" paper (1971)

²Super (1947)

³Psychology of Careers: Super 1963

The model presented here is not intended to be the answer to all problems of planning and developing a comprehensive plan for an exploratory program grades 5-9. It is constructed that other districts may be able to adapt any part or all of it with little difficulty and meet the individual needs of all children.

This model was developed by teachers and will be evaluated by teachers and is intended to be a part of a sequential program for the Seaford School System. The success of this model depends on the manner it is used by the teachers. "We cannot predict the career needs of youngsters five or ten years in the future, yet teachers can aid them in developing the skills, attitudes, understandings -- concepts, facts generalizations -- that will enable them to face the UNKNOWN in a more realistic manner."⁴

PHILOSOPHY

Believing in the worth and dignity of the individual, the Seaford School District shall provide an educational opportunity to the end that every student leaving school will be prepared to enter the world of work or to continue his formal education, hence to realize his full potential as a contributing member of society.

RATIONALE

Schools traditionally have emphasized those subjects and disciplines which stand apart from the world of work. A majority of students have been channeled from a general education process into a complex labor market for which they are inadequately prepared and for which they have little knowledge of available options. A focus on career orientation and occupational/vocational preparation in schools is needed.

We have been offered the opportunity to develop a comprehensive plan for the Seaford School District which reflects the personal needs and desires of our students and relates to the total spectrum of contemporary occupations.

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A PLAN FOR OCCUPATIONAL/VOCATIONAL EDUCATION IN THE SEAFORD DISTRICT

I. Needs:

- A. A comprehensive program of occupational/vocational education is necessary for the district to meet the superintendent's objective.
 - 1. A continuing relevant curriculum, including basic subjects developmental programs and career education, is needed to provide for periodic reevaluation and revision.
 - 2. The Seaford School District needs to provide a career education program K-12 which will include; awareness, exploration, skill development, counseling, work experience, job placement, and follow-up.
 - 3. A comprehensive media center is needed in the district to provide the latest occupational and career information for all students.
 - 4. A placement center is needed in the high school to serve the needs of students seeking part-time employment while going to school and full time employment upon leaving school.

II. Goals:

- A. The development of a career instructional system to serve as the educational vehicle upon which a comprehensive program of career education will be achieved by: See Diagram #1
 - 1. Developmental Program: (K-4) The students will acquire motor and perceptual skill development as prerequisite to academic skill development.
 - 2. Awareness and Basic Skills: The students will develop an understanding of the world of work, developing appreciation of all kinds of worth while work, and eventually fitting one's self successfully into the world of work with the attainment of the basic skills necessary for success.
 - 3. Exploration: (5-9) By exposure to a variety of careers (cluster Method), student will acquire knowledge and develop skills in different subjects which relate to performance in various work roles. Students will realize there are many alternative choices in careers and there is a relationship between the commitment to education and work.
 - 4. Job Skill Development: (10-12) Through the Max Milliren Career Center, the Sussex County Vocational Technical Center and the departments in the Seaford Senior High School that teach and develop salable job skills students will acquire training and individualized instruction which meets their needs.
 - 5. Career Counseling and Placement: (K-12) The student as he proceeds through the occupational/vocational program will realize, understand and utilize in his own planning an awareness that his personal characteristics are unique and will influence his success in an occupation.

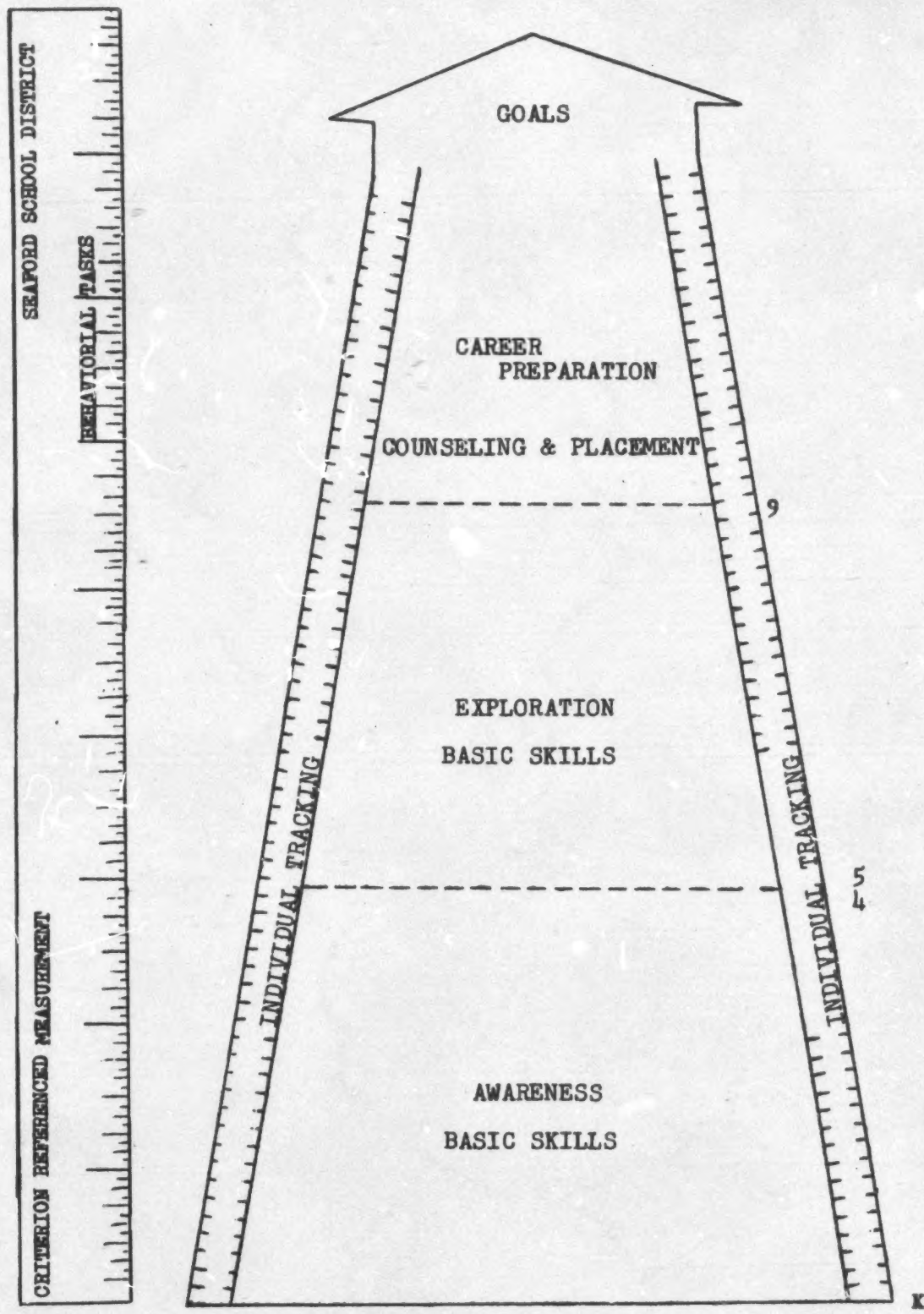


Diagram #1

III. Given: the Superintendent's Objective

- A. Staff
- B. Facilities
- C. Annual funding for material and services
- D. State and federal laws and regulations
- E. School board policies

.....will develop and implement procedures designed to educate all pupils of the Seaford School District.

Assessment shall be by:

1. Measurement of pupil attainment of basic district objectives in the following areas:
 - (a) Knowledge and its use
 - (b) Neuromuscular
 - (c) Social relationships

Programs will be effective at the 90% level.

2. Measurement of preparation for a career/and or a post-secondary school education, based on stated objectives and effective at the 90% level.
3. Follow-up studies developed to measure achievement of citizenship, social and career goals which have been established upon leaving school by predictive instruments.

IV. Subordinate Objective

Given: A. Superintendent's Objective

- B. Principal's Objective
- C. Instructional Services Division Objective
- D. Service Objective
- E. State Policies and Guide lines

.....the Career Education component of the Instructional Services Division will provide the following service functions for staff, pupils and community:

1. Planning
2. Research
3. Design
4. Dissemination
5. Coordination
6. Evaluation

.....the above service function will be provided relative to the following Career Education programs.

- (a) Awareness
- (b) Exploration
- (c) Skill development
- (d) Counseling
- (e) Job Placement
- (f) Evaluation and Follow-up
- (g) Federal and State Programs

Assessment shall be by data indicating that:

- 1. The service has been provided
- 2. Specific factors have prevented the service from being performed.

V. Subordinate Objective

Given: A. Superintendent's Objective

- B. Principal's Objective
- C. Instructional Services Division Objective
- D. Career Education Component Objective
- E. State Policies and Guide Lines
- F. State Vocational Education Plan
- G. Financial Assistance

.....the Career Education component of the Instructional Services Division will prepare a plan for exploring Occupational Vocational Education in the Seaford School District.

VI. Seaford School District Program (Status)

- A. Developmental Program: A guide has been developed to provide for motor and perceptual skill development.
- B. Awareness and Basic Skills: A guide has been developed and reviewed by the staff to provide career awareness for grades K-4.
- C. Job Skill Development: Programs are being developed for the Max Milliren Career Center to include:
 - 1. Graphic Communications
 - 2. Materials and Processes
 - 3. Electricity and Electronics
 - 4. Construction
 - 5. Power Mechanics

Other vocational skill building programs are currently offered in the Senior High which meet state requirements.

- D. Exploration: The following is a description of the objectives, evaluation, and methods of delivery for the exploratory program grades (5-9).

I. Career Exploration Model

A. Student Centered Objective:

1. Student centered objectives will be based on group and individualized instructional processes.
2. Classroom teachers in conjunction with resource personnel from the Department of Public Instruction will prepare guides for the Career Exploration model.

B. Program Centered:

1. The program will be designed to provide as many learning lab. and simulated job experiences as possible geared to the student's success level.
2. The program will be as varied and as multi-experience based as possible. "Hands on" activities will be utilized as often as possible.
3. Assessment will be based on individual student performance in pre and post tests.
4. The program will provide for follow-up studies designed to evaluate achievement in the exploratory portion of the sequential occupational vocational program in the Seaford School District.

C. Administrative Centered:

1. By June 30, 1974 the Seaford School District will have designated administrative responsibility for the implementation of the plan. See Diagram #2

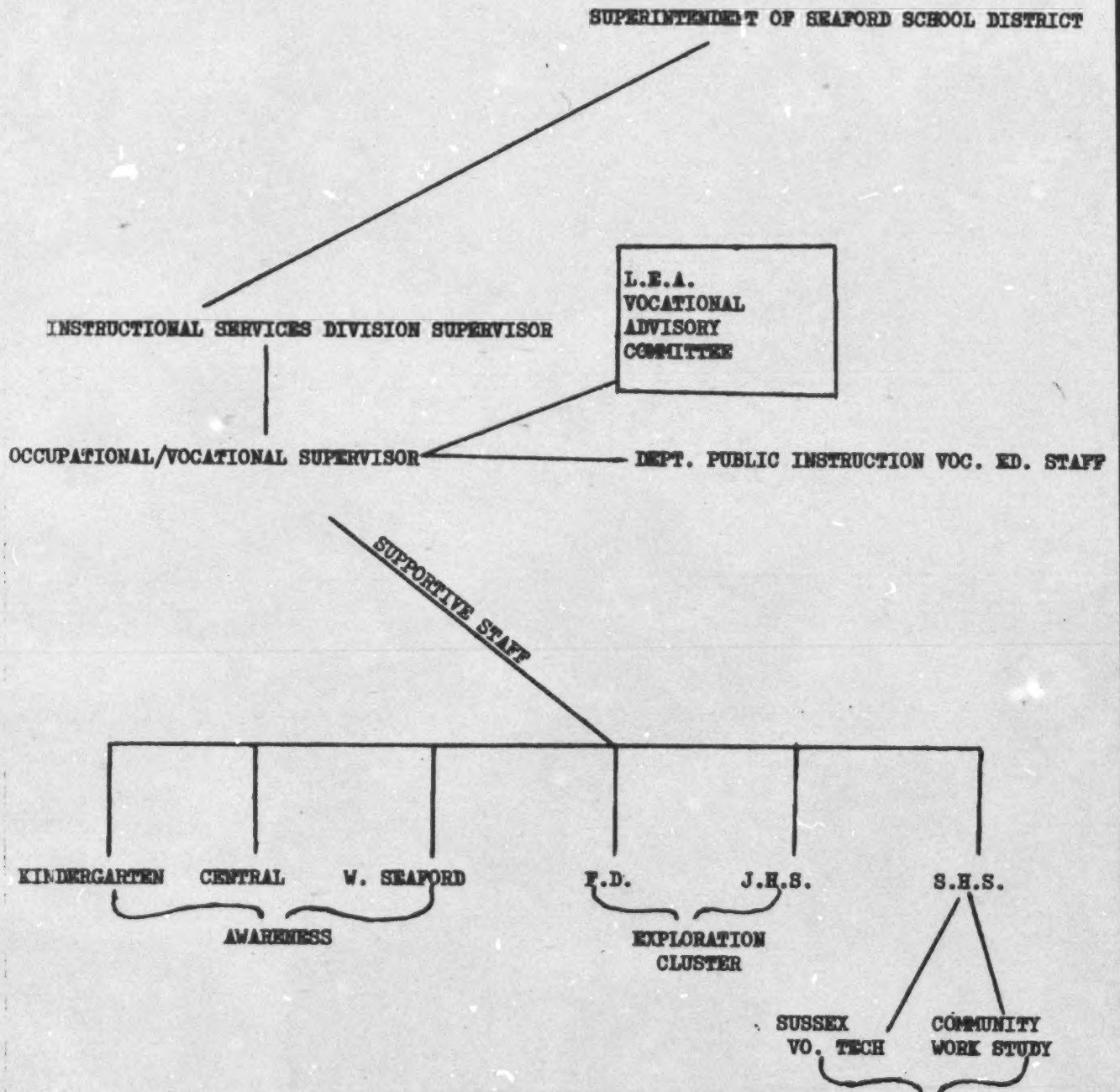


Diagram #2

2. The Seaford School District will appoint an Occupational/Vocational supervisor by June 30, 1974. This person will be fully certified by the Department of Public Instruction and will be approved by the Seaford School Districts' Board of Education.
3. The district will appoint a Vocational Advisory Council to assist the Supervisor as detailed in the comprehensive plan.
4. The district will support inservice training as necessary to implement this plan.

II. Definitions:

Career exploration is students investigating systematically a variety of careers they could choose from the world of work.

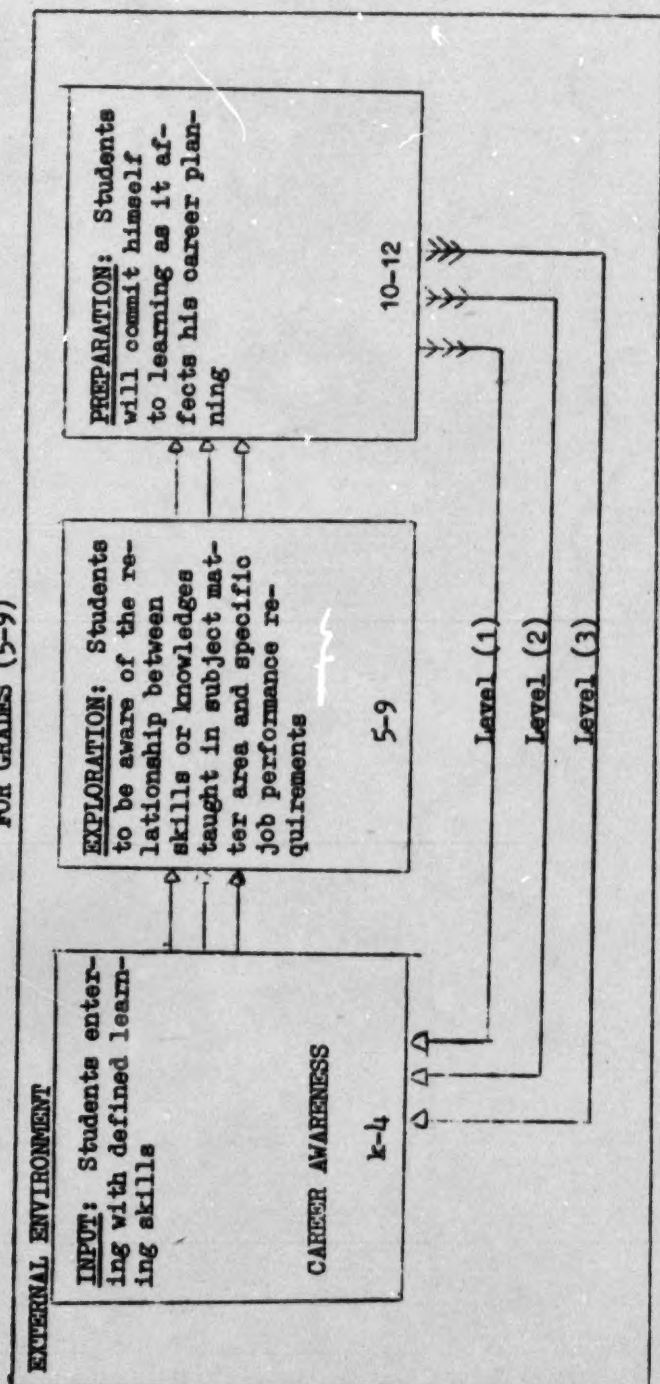
A. Terminal Objective:

Having experienced a systematic instructional program, the student will demonstrate a knowledge of career options and choose a program to follow which suits his interests and abilities. See DIAGRAM #3

B. Subordinate Objectives:

These objectives have been grouped to indicate that particular emphasis should be placed on accomplishing these objectives in the school grades indicated.

THE COMPREHENSIVE EXPLORATORY PROGRAM FOR GRADES (5-9)



Each Level (1-3) refers to the continual entrance and exit of a learner from one program to another. The student is constantly developing along a continuum process in career planning.

Diagram #3

Objective:

Students will have a working vocabulary concerning terms in the world of work.

Grade level:
5 thru 9

Concepts and Skills: Vocabulary; Spelling (Grade Level)

Suggested Subject Area:
Language Arts,
Math, Social Studies

ACTIVITY

1. Careers in Seaford
2. Field Trips
3. Construct a spelling list for each grade level
4. Construct matching quiz
5. Construct cross word puzzles
6. Skill Ladder

TEACHER ADDITIONS TO
THESE ACTIVITIES

RESOURCES

1. Career Media Center
2. Library
3. Community speakers
4. Classroom textbooks
5. Weekly Readers
6. Regular spelling lists

EVALUATION

1. Students will demonstrate ability to spell correctly at the 90% level lists of words compiled for each activity and career cluster.
2. Given the vocabulary list the pupils will be able to use correctly and understand the language of the world of work.

Objective:

The students will have first hand (hands on) experiences in a variety of career options and use of basic hand tools.

Grade Level
5 thru 9

Concepts and Skills: "Hands On Experiences"

Suggested Subject Area
Social Studies, Language
Arts, Phys. Ed., Art,
Home Ec., Industrial Arts,
Music

ACTIVITY

1. Create small projects
2. Build sets for class plays
3. Assembly line activity
4. Activity courses, determined by course curriculum
5. Field trip to visit the vocational school

RESOURCES

1. Hand tools
2. Carpenter/Wason/Electrician All skill trades - Mechanics speak to classes

EVALUATION

1. Given scissors, shovels, rakes, hand-saw, pliers, screwdriver, wrench, chisel, level, rulers, T square, knives, scrapers, students will demonstrate a knowledge of the proper and safe use of these tools by the end of grade six.
2. Given instruction in industrial arts, home economics, health, music, art, and physical education the students will demonstrate an understanding of simple tools used in these classes.
3. Students will explain why it is helpful to identify a number of career options.
4. Students will demonstrate a knowledge of available high school occupational/vocational program.
5. Students will give an example of how a specific physical skill (e.g. dancing, manual dexterity) is involved in specific occupation (e.g. a dancer, a typist, a carpenter).

Objective:

The student will demonstrate acquisition of attitudes necessary to succeed in a career

Grade Level
5 thru 9

Concepts and Skills: Affective Domain

Subject Area
All

ACTIVITY

1. Work sheet which measures the student's likes & dislikes.
2. Write a story about a famous person who is successful.
3. Interview a worker and tell how their attitudes were formed about work.
4. Role play different work roles about attitudes.

TEACHER ADDITIONS TO THESE ACTIVITIES

RESOURCES

1. How "I See Myself"
2. Sociogram
3. Grouping
4. Personnel Officer for employment

EVALUATION

1. The student will describe three attitudes they have, (e.g. things they like, dislike, believe in, values.)
2. The student will tell about a specific attitude of someone they know who works, and compare it with their own attitudes toward work.
3. The student will explain why it is important to respect all people as individuals, regardless of their race, sex, religion, etc.

Objective:

Students will recognize the value of occupations as they relate to each other

Grade Level:
5 thru 9

Concepts and Skills: Value Clarification

Suggested Subject Area
Language Arts,
Social Studies

ACTIVITY

1. Create a make-believe community
2. Prepare a job pyramid (e.g. astronaut. - How many to support him.)
3. Career Ladder
4. Mass-produce a simple item.
5. Working conditions
Discussion:
inside, outside, both
extremes of temperature
noise
hazards
fumes, odors, poor ventilation

RESOURCES

1. Decision making
2. Games; life
3. Field trips
4. OSHA
5. Labor Dept. (State)

EVALUATION

1. Students will give three examples of values. (e.g. honesty, persistence, achieving.)
2. Students will role play, compare and discuss different values of occupations held by their classmates.
3. Students will examine and discuss examples of how the concept of the "division of labor" applies.
4. Students will list and describe jobs that go into the production of a mass-produced item.
5. Given the concept of "specializations" by choosing a cluster: the students will demonstrate an understanding of the interdependence of the specialities associated with that cluster.
6. Students will tell how the types of industry (manufacturing, agriculture, service) and their related to the distributions of population, climate, natural resources, and transportation.

TEACHER ADDITIONS TO
THESE ACTIVITIES

Objective:

The students will be able to present acceptable reasons for work.

Grade Level
5 thru 9

Concepts and Skills:	Reasons for Work: 1 - Self satisfaction 2 - Help others 3 - Security	Suggested Subject Area Social Studies
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ACTIVITY

1. Class discussion
2. How our Business system operates
3. Affects of the "Welfare System" on society. Role Play
4. Discuss what someone outside the family does for a living and explain why he does it.

TEACHER ADDITIONS TO
THESE ACTIVITY

RESOURCES

1. Banks
2. Community speakers
3. Unemployment Insurance
Speaker - Labor Dept.

EVALUATION

1. The student will present reasons for work.
2. Given an examination of the welfare system, students will state reasons why they approve or disapprove of this system.

Objective:

A student will recognize the need for responsible and constructive use of leisure time.

Grade Level
5 thru 9

Concepts and Skills: Use of Leisure Time

Suggested Subject Area:
Music, Phys. Educ.
Art, Industrial Arts,
Home Economics

ACTIVITY

1. Use activity oriented games
2. Start a hobby club - stamp collecting, coins, playing chess
3. Watch TV for one evening - What was learned? Did you gain anything?
4. Have volunteer work done to assist needy, the hospital, etc.

TEACHER ADDITIONS TO
THESE ACTIVITIES

RESOURCES

1. Library resource center
2. Community
3. Drug Education

EVALUATION

1. The student will engage in a variety of experiences - creative, designing, or a construction activity.
2. The student will make both positive and negative choices based on interest.
3. The students will list reasons that indicate that they understand that career choice affects the amount of leisure time and type of leisure activity pursued.

Objective:

The student will recognize and compare the relationships between the Seaford area and other localities and their opportunities for employment.

Grade Level
5 thru 9

Concepts and Skills: Making Comparisons

Suggested Subject Area
Social Studies

<u>ACTIVITY</u>	<u>RESOURCES</u>	<u>EVALUATION</u>
1. Take an occupation (e.g. welding) and list all the jobs available in Seaford and compare those with opportunities available in other communities 2. Write letters to various towns and other states to find out about various jobs that are different than Seaford's. 3. Develop a job bank for Seaford, Sussex County - State - Delaware Peninsula. 4. Discuss Labor Unions. Has this had effect on Business locations?	1. Labor Dept. 2. Chamber of Commerce 3. Library 4. Telephone Directory (Yellow Pages) 5. Labor Unions	1. List reasons why people live in Seaford. 2. List reasons why high school graduates leave Seaford. 3. List Reasons why Blacks leave Seaford. 4. Given occupations that are not in Seaford - Explain why.

TEACHER ADDITIONS TO
THESE ACTIVITIES

Objective:

A student will list jobs available for his own age.

Grade Level
5 thru 9

Concepts and Skills: How to Find Jobs

Suggested Subject Area
Social Studies,
Language Arts Shops

ACTIVITY

1. Read and discuss the State and National Labor laws.
2. Discuss job opportunities available in the local area.
3. List jobs held - present, past, by class members.
4. Compile a list of all types of jobs that are available in the community.
5. Compile a local job bank.
6. Have students operate a placement service - role play - role etc.

TEACHER ADDITIONS TO
THESE ACTIVITIES

RESOURCES

1. Labor Dept.
2. Laws (National, State)
3. Social Security
4. Local Chamber of Commerce

EVALUATION

1. Given a list of jobs, the students will be able to determine the age level for employment.
2. Given choices the student will list (5-10) jobs that they can hold at their age level.
3. Given national and state laws, rules and regulations, the students will be able to communicate about the labor laws that apply to their age level.

Objective:

A student will recognize the values of economic gain from work and the wise use of his money.

Grade Level
5 thru 9

Concepts and Skills: Value Clarification

Suggested Subject Area
Social Studies, Math

ACTIVITIES

1. Community speaker
2. Have students determine the life style they wish to follow and they are given a pay scale to determine how to support that life style.
3. Games: Monopoly, Life, Ghetto

RESOURCES

1. Games: Monopoly, Ghetto
2. Tapes
3. Movies
4. Banks
5. Sales Person, Stocks & Bonds, Realstate
6. Tax Consultant
7. Car salesman
8. Newspaper
9. Times, World News

EVALUATION

1. Given the opportunity to play the game Monopoly, the students will exercise the process of buying and selling - and experiences the rewards and losses involved.
2. Given the game Ghetto the students will experience the difficulties in gaining social position without money.
3. Given a list of economic investments, the student will be able to distinguish good from bad investments and explain why.
4. Given a series of financial situations: (work, welfare, crime) the students will determine the advantages & disadvantages of each.

TEACHER ADDITIONS TO
THESE ACTIVITIES

Objective:

The student will be able to communicate about different career clusters

Grade Level
5 thru 6

Concepts and Skills: Cluster

Suggested Subject Area
Language Arts, Math, Science
Social Studies

ACTIVITY

1. Invite community resource people to tell how their job relates to school subject matter.
2. Have students interview their parents and report what they do in their jobs.
 - (a) learn interviewing techniques
 - (b) oral communications
3. Films
4. Have students list and match jobs with a career cluster.
5. Have the students discuss the most numerous types of occupations engaged in during various eras of U.S. History, Colonial, Pioneers, Expansion and Modern eras.

**TEACHER ADDITIONS TO
THESE ACTIVITIES**

RESOURCE

1. Library
2. Films

EVALUATION

1. Students will be able to define a career cluster.
2. From the fifteen career clusters the students will select and report on a career.
3. The student will be able to group two hobbies under a career cluster of their choice.

Objective:

The student will demonstrate that he recognizes his own skills, talents, academic ability and interest.

Grade Level
5 thru 6

Concepts and Skills: 1 - Interests
2 - Abilities
3 - Academic

Suggested Subject Area
Language Arts, Math,
Social Studies, Science

ACTIVITY

1. Have a radio broadcast. Each student is to role play a worker. The remainder of the class are to guess who they are by asking questions pertaining to skills, talents, interests or abilities.
2. Start a hobby club - list ideas from the class on the board about hobbies. Have students bring in their hobbies.
3. Keep a special area to display - the student of the week - let student post things that interest him.
4. Prepare a Hat Tree - This shows the following jobs a child could choose and the uniform they would wear.
5. Students will select an occupation they are interested in research, make posters, create bulletin boards, and role play.

RESOURCES

1. Like/Dislike Inventory
2. Library
3. Career Center
4. Community Resource Speakers

EVALUATION

1. List 5 physical and attitudinal differences that people may have with each other.
2. Students will tell about five or more things that interests him.
3. Students will demonstrate their special talents.
4. Given a "Hat Tree" the student will choose three hats and discuss the related jobs.

Objective:

The students will have first hand (hand on) experience with the use of basic hand tools.

Grade Level
5 thru 6

Concepts and Skills: Motor Skills
Hands On Experiences
Manual Dexterity
Eye/Hand Coordination

Suggested Subject Area

ACTIVITY

1. Tool activities provide abundant resources to enhance investigation and discovery leading to increased ability to perceive, discriminate, label, think and communicate.
2. Materials and equipment for sensory satisfaction physical activity, and the development of motor skills, provide emotional release, satisfy a growing curiosity about the physical and human aspects.
3. Have students assemble a bicycle.

RESOURCES

1. Hand Tools
2. Lumber supply yard
3. Hardware stores
4. Automotive repair shop

EVALUATION

1. The students will have two or more hands on experiences each year.
2. Given scissors, hammers, handsaw, pliers, screwdriver, wrench, level, T square, ruler, knives, and scrapers the student will demonstrate a knowledge of the proper and safe use of these tools by the end of grade six.
3. Given an array of hand tools - the student will select the proper tool to complete a project.

TEACHER ADDITIONS TO
THESE ACTIVITIES

Objective:

The student will identify job which he knows through family - school environment, and his own experiences.

Grade Level
5 thru 6

Concepts and Skills: Making Comparisons

Suggested Subject Area:
Social Studies, Language Arts

ACTIVITY

1. Have students write or tell about the kinds of work they have done around home and neighborhood.
2. Have students make a scrapbook of different occupations they could do.
3. Using scrap money have students determine a standard set of prices to be paid for good school performance.
4. Have students develop a chart of the ways that school things help prepare a person for the future.
5. Have students do a mural of pictures that depict jobs they could do and have the class discuss this.

**TEACHER ADDITIONS TO
THESE ACTIVITIES**

RESOURCES

1. Local job bank
2. Local Telephone book
3. Library
4. Films
5. Newspapers

EVALUATION

1. Given four different jobs to compare the student will list where he learned about them.
2. The students will list one or more jobs which he knows from two of the following: family - school environment, and his own experience.
3. Given an understanding between the production of goods & services the students will list five or more goods & services that our community could not do without.

Language Arts Guide	CE CONCEPTS	Suggested Activities	Materials & Resources
I. Listening	I. Reporters (Newspaper, TV) a. Listen and hear accurately b. Pro/Con about work as a reporter 1. Play 2. Opportunity 3. Future 4. School skills needed 5. Advanced training I. Sound effects man I. Telephone/Telegraph Engineer - Office Clerk - Operators - Installers - Material Manufacturers I. Recording Induster, lyricist, composer, singer, musicians, mixing engineer.	I. Class Newspaper. All be reporters - stage incident in class, have children report on incident. Blind fold students & have them repeat what they hear. Tape sounds of work & have class report what jobs they hear. I. Devise, tape & play a variety of sounds - students identify, Pleasant, unpleasant I. Record band, chorus, bring in favorite records. What do you like about these records? Contrast teacher play older records.	Seaford Leader Field trip Speakers Films Tapes Cassettes Record Players TV Equip. Radio Station WSUX TV Station WBOC Salisbury State College Drama Group Seaford Concert Series
II. Speaking	II. Reporter, Editors, Publisher, Critics, Advertising, Writers, PR Gag writer, Scene writer, Poets, Novelists, Copy Boy, Caption Writer	II. Write class play, limericks, auto biography, riddles, tongue twisters, cartoon captions. Keep records, simple/complex	
III. Writing	III. Reporters, TV Announcers, disc jockeys, actors, directors, translators, telephone operators, sales	III. Produce play. Tape voices. Panel discussion. Role Play jobs being studied.	
IV. Reading	IV. Producer, reporter, TV announcer, editor, copywriter, linotype operator, printer, composition man, proof-reader	IV. Read autobiography, magazines, newspapers	

EVALUATION:

May be conducted to meet the subordinate objectives for Grades 5/6

*Job description of above points should be covered for all occupations listed.

Objective:

The student will be able to analyze a career cluster

Grade Level
7 & 8

Concepts and Skills: Analyze and Compare

Suggested Subject Area
All

ACTIVITY

1. Dissemination would be by the classroom teacher,
Seventh Grade
Lang. Arts - Communication & Media
Soc. Studies - Personal Services
Public Service
Transportation
Home Econ. - Consumer & Homemaking
Phys. Educ. - Hospitality & Recreation
Health - Health
Music/Art - Fine Arts & Humanities
Ind. Arts - Manufacturing

TEACHER ADDITIONS TO
THESE ACTIVITIES

RESOURCES

1. Video Tape
2. Work sheet
3. Guidance Dept.
4. Library

EVALUATION

1. Given a career cluster, the student will be able to compare the occupations within a cluster to determine:
 - (a) demands upon the individual.
 - (b) benefits that the individual could obtain from his efforts.
 - (c) contributions that the occupation makes toward society.
 - (d) types of duties for each occupation.

Objective:

The student will relate his interests, academic ability talent and skills to a particular career cluster.

Grade Level
7 & 8

Concepts and Skills: Decision Making

Suggested Subject Area
All

ACTIVITY

1. The students will watch video taped programs which present occupations within certain career clusters. The narrative will describe the total concept and the importance of each occupation in the cluster. The class will discuss the tape following the presentation and follow guidelines developed by the staff to accompany each tape. Each tape guide will be evaluated at the completion of the unit/or lesson.

RESOURCES:

1. Video Tape
2. Work sheets
3. Library
4. Community speakers
5. Deciding
6. Auction (Game)
7. Field Trips - (Small group)

EVALUATION

1. Given a career of his choice, the student will construct a chart matching his interests, academic ability, talents and skills with the cluster to see if it is appropriate for them.
2. Students will be asked to write or tell about a self-portrait or evaluation of themselves including interests, skills, hobbies, personality and how they feel about their academic ability. Use standard personality tests to help students realize their abilities.
Play the game Auction.

TEACHER ADDITIONS TO
THESE ACTIVITIES

Objective:

The student will recognize the advantages and disadvantages of selected career clusters.

Grade Level
7 & 8

Concepts and Skills: Decision Making

Suggested Subject Area
All

ACTIVITY

1. See next two pages for more detailed explanation of how cluster would be implemented with video tape and the team teacher.

RESOURCES

1. Video Tape
2. Work Sheet
3. Library
4. Guidance Dept.

EVALUATION

1. Given a career cluster of his choice, the student will be able to compare advantages and disadvantages of occupations within a cluster based on:
starting salary
fringe benefits
training required
working day
vacation
opportunity for advancement
availability of job

TEACHER ADDITIONS TO
THESE ACTIVITIES

Grades 7/8
CAREER EXPLORATION

TRANSPORTATION

- A. Highway Transport
- B. Rail Transport
- C. Airborne Transport
- D. Pipeline Transport
- E. Water Transport

Transportation is necessary for survival. It is the blood stream of a society. Raw materials, fuel, and workers must be transported to factories; the finished goods must be moved to distributors and consumers.

The Highway Transport is the most varied in the transportation cluster including taxi service, bus service and trucking service.

SOCIAL STUDIES ACTIVITIES

- 1. Map Reading
- 2. Understanding ICC regulation
- 3. Licenses
 - a. Truck tags
 - b. Fuel tags
 - c. Driver Licenses
- 4. Labor Relations (Unions)
- 5. Keeping up with current trucking laws.

MATH ACTIVITIES

- 1. Simple accounting Income - Expense
- 2. Schedule - Speeds
- 3. Fuel consumption cost
- 4. Mileage calculations

LANGUAGE ARTS - ACTIVITIES

Field: Transportation
Division: Highway
To Include: Trucking Industry
 Bus Service
 Taxi Service

Language Related Jobs/Activities

Jobs: Dispatchers	(organizing - scheduling)
Secretarial - clerical	(listening, speaking, writing)
Advertising - Public Relations (Sales Representative)	(creating ideas, writing, speaking)
Labor Relations	(speaking, debating, interpreting)
Drivers:	(writing-organizing: keeping logs, freight slips)
	(listening-speaking: communicating via radio, telephone)
	(reading: trucking orders, periodicals keeping up with new ideas)
	(reading - interpreting - ICC Regulations)
Bus Hostess	(speaking - listening)

TRANSPORTATION: SCIENCE RELATED PROBLEMS OF THE TRUCKING INDUSTRY

I. Pollution Control

- A. State data on degree of air pollution existing and the percentage of attributed to the trucking industry.
- B. Discuss problems of pollution control devices and monitoring, i.e. reduced mileage, horsepower, new shortages of materials such as platinum used in afterburners, etc.
- C. Explain how a tune-up reduces polluting emissions and increases mileage.
- D. Implications for the future: new trends in environmental research

II. Fuel Consumption

- A. State data on types of fuel and quantity consumed by the trucking industry
- B. Explain the relationship between fuel consumption and pollution control devices
- C. Implication for the future: research on new fuels

III. Other Miscellaneous Problems (Design, etc.)

- A. Inertia and Center of Gravity
- B. Wind Resistance, Weight
- C. Loading, Cushioning, Packing
 1. Distribution of load
 2. Protection of cargo from damage
- D. Problems in driving, such as traction, backing up

Objective:

The student will have the ability to evaluate and make informed decisions about oneself and possible career options.

Grade Level
8 & 9

Concepts and Skills: Decision Making

Suggested Subject Area
Health, Career Shop,
Music, Art, Home Economics

ACTIVITY

1. All students must select either a foreign language or a career cluster at grade 9. Those selecting a career cluster will explore all of the facets of three or more clusters.
2. Delivery of much of the exploratory material will be under the direction of the career counselor students will rotate to his classes at least.

RESOURCES

1. GATB Test
2. Guidance Dept.
3. Library
4. Films
5. Filmstrips
6. Community Speakers
7. Jim Wiggins Career Survey

EVALUATION

1. Students will be given the GATB exam at the ninth grade level. Results will be given to each student.
2. Given a self evaluation inventory (Jim Wiggins's Career Survey) the student will complete the inventory and draw conclusions based upon his answers. These conclusions should select the information given in the inventory.
3. Given the 15 career clusters each student will be able to choose three which he is interested in and indicate why he would be successful in them.
4. Given a high school course selection sheet, the student will be able to select the course of study for the following school year.

TEACHER ADDITIONS TO
THESE ACTIVITIES

Objective:

The student will identify different places where people may receive education or training in and beyond high school.

Grade Level
8 & 9

Concepts and Skills: Analyzing and Synthesizing

Suggested Subject Area
Health, Career Shop,
Music, Art, Home Economics

1. Speaker from VTC
2. Speaker from DTCC
3. Speaker from Delaware State and U. Of Delaware
4. Student research of interest areas of work
5. Speakers from Armed Forces
6. Unions

1. VTC
2. DTCC
3. Colleges
4. Local Unions
5. Armed Forces

1. Given a list of institutions, the student will be able to distinguish between a four year college, a vocational school, a proprietary school, a community college, a junior college.
2. Given an opportunity to choose the student will be able to identify and discuss an apprentice program offered by a union.
3. Given the opportunity to select from a list the student will be able to identify three institutions of higher learning within a 100 miles radius of Seaford.
4. Having met with representative of the Armed Forces, the students will be able to identify at least two careers that can be trained for each of the Armed Services.

**TEACHER ADDITIONS TO
THESE ACTIVITIES**

Grade Level
8 & 9

Objective:
The student will demonstrate skills which are necessary to apply for a job.

Suggested Subject Area
English, Guidance

Concepts and Skills: Communication

ACTIVITY

1. Fill in an application blank
2. Role play a job interview
3. Have students develop and write a personal resume.

RESOURCES

1. Filmstrip

EVALUATION

1. Given a sample application blank, the students will be able to complete it with accuracy generally acceptable to local employers.
2. Given a role playing situation, the students will participate in an interview activity and demonstrate their ability to deal with the situation by effectively answering the questions asked.

TEACHER ADDITIONS TO
THESE ACTIVITIES

Objective:
The student will identify, locate and present job opportunities available from local job placement sources.

Concepts and Skills: Analysis - Synthesis - Evaluation

Suggested Subject Area
Guidance

ACTIVITY

1. Students will use classified ads of newspaper - will locate where jobs, identify them as to cluster, present them orally to the class.
2. Students will create a notebook of jobs.

RESOURCES

1. Labor Dept.
2. Personnel Dept.
From Industry
3. Films
4. Newspaper (want ads)
5. Sussex Guide

EVALUATION

1. Students will be able to locate and identify at least three different job placement sources. This will be accomplished by listing each and describing its' location.
2. Given a newspaper, the students will be able to identify and explain three job opportunities.
3. Having listened to representatives from state or private employment agencies the students will be able to identify three employment opportunities available in the vicinity.

TEACHER ADDITIONS TO
THESE ACTIVITIES

Objective:

The students show evidence of parent participation in selection of a high school program.

Grade Level
8 & 9

Concepts and Skills: Communication

Suggested Subject Area
Civics/Administration

ACTIVITY

1. Successful completion of course selection sheet.

TEACHER ADDITIONS TO
THESE ACTIVITIES

RESOURCES

1. Course of study
2. Course selection sheet

EVALUATION

1. Given a course selection sheet, the student will complete it and have it signed by their parents.

III. Program Implementation

A. Staffing Plans

Adding staff to the Seaford School District is contingent on changes in the state unit system.

Kindergarten

1. Dev.
2. Graphics

Central Elementary/West Seaford

1. Basic Skills
2. Awareness

Fred Douglass Intermediate School

1. Cluster Awareness
2. Enforce & Refine Basic Skills
3. Start Exploration

Junior High

1. Cluster Exploration
2. Counseling & Decision Making

Senior High (9th grade)

1. Cluster Exploration
2. Skill Development
3. Cooperative Work Study
4. Cooperative Education
5. Counseling & Decision Making
6. Advanced College Placement
7. Advanced Career Placement
8. Student Intern Program

B. Program Implementation continued

1. Identify teachers who have incorporated CE into their classes and utilize them as a task force for inservice training.
2. Involve as many teachers as practical in planning and developing the comprehensive exploratory model.
3. Utilize the assistance of vocational teachers to develop generalized teaching techniques.
4. Involve D.P.I. and the consortium to initiate and support extensive seminars, workshops and teacher training.
5. Coordination of the implementation of this plan is the most important aspect (and the most difficult) to accomplish.
 - (a) In Fred Douglass Intermediate School the model will be delivered to meet the objectives as outlined by integrating the career concepts with the existing subject areas.
 - (b) In Junior High the model will be delivered to meet the objectives as outlined by closed circuit TV. We will produce one program per week for 30 weeks. These programs will explore fourteen clusters. Nine of these will be developed programs for grade 7. Six will be developed for grade 8. Two of these six will be repeating clusters introduced in grade 7.
 - (c) In Senior High the model will be delivered to meet the objectives as outlined by enrolling each freshman in a career exploratory program. The guidance function will be deliver additional and supportive career information to all freshman on a weekly basis.

IV. Program Strategies

- A. We will be using the plan for guiding the inservice development of activities incorporated into the various subject areas. An examination of the representative careers is to be included in the curriculum for the purpose of specific information and (exploration) experiences for students. The utilization of community resources will be a concomitant part of the developing program. Close coordination, cooperation and constant evaluation is mandatory to program success.

Selection of student activities and determination of teaching methods must be governed by what is known about human development. Students learn best by working directly on or with a topic. Learners gain most from real experiences. Therefore every effort will be made as this program is implemented to select student activities which enable the student to work directly with the real "stuff."

This program will be implemented in September of 1974 and continual implementation and evaluation will be taking place during the '74-'75 school year. In keeping with the current procedures the entire program will be revised as necessary and presented to the L.E.A. School Board for adoption during the '75-'76 school year.